



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Daniel Cox
Grade Level: 9-Diploma

Date of Lesson: 2
Topic: Civil War and Reconstruction

Objectives

Student will understand that industrialization of the North allowed them the advantage of infrastructures that lead them to victory in the Civil War. How the United States Civil War mirrors the events in Iraq and Afghanistan.

Student will know critical details infrastructure of roadways and railways, manufactured versus purchased goods.

Student will be able to do explain the major differences in the industrialization between the North and South and the impact on the Civil War.

Maine Learning Results Alignment

History

Historical Knowledge, Concepts, Themes, and Patterns

Grade 9- Diploma

Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy ideals and institutions in the world.

b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and the world and the implications for the present and future.

Rationale:

Students will learn the infrastructure of the North to include railroads, manufacturing and production with comparison to the Southern economy. How where the infrastructures similar and how where they different, how did the North better utilize the infrastructure to its ultimate advantage during the war.

Assessment

Formative (Assessment for Learning)

Question and answer to determine evidence of previous learning and then following at the end of the class to demonstrate understanding and learning for the block of instruction. Conduct research on the topic and work in groups for peer critiques in groups, self-assessment following peer critiques.

Summative (Assessment of Learning)

Blog entry of reflective work on what new information covered during the class period and what they will be performing more investigation on.

Integration

English- writing, discussion, reading

Technology- internet research, blogs, and discussion comments on blog, Excel work with charts and graphs

Mathematical- Development of charts and graphs

Groupings

Students will be broken up into groups of four by sorting themselves into groups based on favorite season. The members of the group will be assigned roles of facilitator, recorder, timekeeper, and observer. Each member will submit a one-paragraph analysis of what occurred in the group.

During the group time the members will discuss how to find information for final assessment, where they found good information, what information they did find and share with group.

Differentiated Instruction

Strategies

Linguistic: Students will use their linguistic intelligences as they are communicating which groups they are in and while they are completing the group work.

Logical: The students will utilize logical/mathematical intelligences during the group work portion as they are compiling the charts and graphs that will become their final product.

Kinesthetic: Kinesthetic intelligences will be utilized as the students move about the classroom to sort into groups, move the desks into groups and then put the classroom back into the correct order.

Intrapersonal: Students will utilize intrapersonal intelligence as complete their blog on topics of learning for the unit.

Interpersonal: Interpersonal intelligences will be exercised during the students group work and discussion period in preparation for the summative assessment.

Spatial: Spatial learners will be stimulated by the utilization of charts and graphs and the visual segment of the group work and summative assessment.

Musical: Musical learners will notice music playing when they enter the room and as they are working in the group project time.

Modifications/Accommodations

I will review students IEP, 504 or ELLIDEP and make appropriate accommodations. Students that miss any class instruction time will be responsible for contacting the teacher to receive any handouts and to ensure that the student is comfortable with the material covered. The student will be further responsible for getting any notes missed from a fellow student. If an assessment is missed the student will contact the teacher to ensure the assessment, or an alternative assignment, is made up as soon as possible to ensure the student maintains pace with the class.

Extensions

Student expectation is to maintain a weekly blog that they will update throughout the semester over all topics covered in class. Students presenting their summative assessment will be expected to have comparison graphs that illustrate the period prior to the Civil War and during Reconstruction.

Materials, Resources and Technology

Laptops-one per student
Wireless internet network
Textbook
Notebooks
Pens/Pencils
Syllabus
Blogspot.com
Student Blog Spreadsheet
Sequence Chart graphic organizer
Student manila folders
3x5 cards
Highlighters
LCD projector

Source for Lesson Plan and Research

Textbook
[United States Infrastructure](#)
[Southern Cotton Production](#)
[Slavery concerns](#)
[Revenues for North and South](#)

Maine Standards for Initial Teacher Certification and Rationale

Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.

Rationale: The lesson plan includes elements of the multiple intelligence theory that include linguistic, logical, kinesthetic, intrapersonal, interpersonal, spatial and musical. The use of the multiple intelligences allows students to explore other methods of learning as well as reinforcing the information they are learning through use of the intelligences that allow the best opportunity for learning. The students will utilize their multiple intelligences through conversations at their groups as well as during the early class discussion. Kinesthetic learners will value the time that they are up moving around the classroom, while musical learners will enjoy the songs being played as they enter the classroom. Logical learners will have the ability to analyze and interpret various charts and graphics to obtain information regarding the infrastructure of both the North and the South.

- ***Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

Rationale: The students will learn the importance of infrastructure and how that played a key role in the ultimate outcome of the Civil War. They will also be able to identify themes that will have a recurring theme throughout historical periods. Through self-evaluation the students will have the opportunity to assess popular myth of the true impact of the industrialization of the North. The reflective work on blogs will allow students the opportunity to self-assess and delve deeper into the subject matter of the industrialization and what impact that played during the Civil War. These activities will stimulate the intrapersonal learners.

- ***Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.***

Rationale: The lesson will adhere to this standard through the use of computer blog work, class lecture, and internet research to reinforce the information that is discussed in the lesson plan. Students will have the opportunity to view multiple internet sites to evaluate content, listen and discuss issues during class discussions and during group work.

- ***Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

Rationale: This learning standard will be done through both an informal and formal assessment. The informal assessment will be accomplished through a question and answer period at the introduction of the lesson to demonstrate previous learning and at the conclusion of the period to review new material covered. The summative assessment piece will be the completion of a blog entry detailing new information covered during the course of the lesson.

Teaching and Learning Sequence:

Agenda:

Attendance/Students settle in
Graphic Organizer
Sort students into groups
Webquest introduction

Students will enter the classroom to find the usual classroom arrangement of the horseshoe. They will take their normal seats to begin the class and display their nametags on the desk. Students will notice in the background the song Battle Hymn of the Republic playing with a picture of the Union and Confederate Battle flags. On the board will be the agenda for the day and approximate times that it will take to complete each of the activities. **Where, Why, Hook, Tailor: Linguistic, Musical, Spatial, (5 minutes)**

As a pre-assessment activity the students will be asked to take out the sequence chart organizer and put in 'Infrastructure' into the topic area and then select one side of the tree for Union and one for Confederate and then fill in as many branches of the tree as they can. This will give both students and teacher a visual idea of where they are on this lesson area. After all the students have several minutes to complete this activity they will be asked to highlight all of their answers, and then as we go through the lesson they will be adding more to the chart and seeing how their knowledge grows like the branches on the tree. **Equip, Explore, Experience Tailor: Linguistic, Spatial, (7 minutes)**

We will then discuss group activities and how they can be beneficial to student learning. On a second 3x5 card the students will list in order of preference the seasons they most enjoy. After this is completed they will be sorted by their favorite seasons into groups of four and moved into a group sitting arrangement with desks and laptops. I will have my computer and LCD projector set up so that they can mirror what I do as I go to blogspot and open and blog account. Each student will be responsible for opening and maintaining their own blog account and completing the blog activities as assigned during the semester. During the blog exercise students will also be instructed on the proper use and etiquette of the blog work and what will be expected of them during the blogging exercises. Once they have established their blog accounts we will then transition to the [Web quest](#) and the introduction of the final project that is due for this block. I will mirror on the overhead as students work on their individual computers to see [examples](#)

and descriptions of what a Web Quest is and how they will help the students better understand the lessons. **Experience, Rethink, Revise Tailor: Linguistic, Logical, Kinesthetic, Interpersonal, (30 minutes)**

The students will then be given the opportunity to begin discussions within their groups about how to find the information that will be needed for the summation project and how they want to present the information, exchange contact information and getting a list of sites to perform research on. While the students remain in groups we will have a wrap up discussion of the topics covered in class and introduce the next section and how the information today will tie into the next lesson. I will then have the students pass in the tree chart that was completed during class for an informal assessment. Instructional will be given that the blog work will be due by 5:00 p.m. for review by me for a summative assessment. (10 minutes) **Evaluate, Experience, Rethink, Tailor: Linguistic, Interpersonal, Intrapersonal**

Reflection:

Sequence Chart

List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Last

Lesson 2 Links:

<http://www.tax.org/Museum/1861-1865.htm>

<http://www.civilwarhome.com/kingcotton.htm>

<http://www.memory.loc.gov/ammem/snhtml/snhome.html>

<http://www.webquest.org/index.php>

<http://questgarden.com/62/25/8/080311183314/>